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ABSTRACT

This publication offers an overview of a series of roundtables organized in Colorado, North Dakota, and Missouri. The purpose of the roundtables was to further the Comprehensive School Reform Demonstration (CSRD) program by bringing together educators in similar stages of reform. In each case the roundtable was the first time that the state had convened its CSRD sites as a group. The general goals for the roundtables were to: identify technical assistance needs; provide information about technical assistance options and evaluation strategies; create a network of local-education-area sites by strengthening communication links among them; and share successful strategies about implementing comprehensive school-reform programs. Some of the problems identified by the roundtables include a lack of time for teachers to plan and learn collaboratively, inadequate staff training from model developers, an unwillingness to change, high teacher and administrator mobility, and a lack of coordination of resources to support reform. On the positive side, participants offered several strategies for initiating reforms, such as monthly recognition celebrations to honor staff's work, meetings held at off-site locations, and regular teacher-collaboration meetings for planning. The bulk of the document is contained in five appendices that provide samples of roundtable packets and other information. (RJM)

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COMPREHENSIVE SCHOOL REFORM DEMONSTRATION

SUMMARY OF LEA ROUNDTABLES

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COMPREHENSIVE SCHOOL REFORM DEMONSTRATION

SUMMARY OF LEA ROUNDTABLES

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Submitted to
Office of Educational Research and Improvement

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March 23, 2000

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INTRODUCTION

Although many schools have been engaged in reform efforts over the last decade, most have not undertaken reform on the scale required under the Comprehensive School Reform Demonstration program. Such reform presents many challenges for schools, from learning new instructional skills to working together in more collaborative ways. By meeting with others in similar stages of reform, sites can learn about effective implementation strategies, resources (e.g., printed materials, Web sites, funding sources), and technical assistance options to support their efforts. Thus, to foster sharing of information and strategies among CSRD sites, McREL convened several roundtables in the region.

After discussions with the CSRD State Coordinators in the McREL region, roundtables were scheduled in three states: Colorado, North Dakota, and Missouri. In each case, the roundtable was the first time that the state had convened its CSRD sites as a group. The roundtables were planned cooperatively by McREL staff and CSRD State Coordinators. Consequently, the general goals for each roundtable were the same, but the specific activities varied depending on state needs. The general goals for the roundtables were to

1) identify technical assistance needs;

2) provide information about technical assistance options and evaluation strategies;

3) create a network of LEA sites by strengthening communication links among them; and

4) share concerns, successful strategies, and lessons learned about implementing comprehensive school reform programs.

This report details the activities that occurred at the roundtables, as well as what McREL learned about the usefulness of the roundtable strategy for accomplishing the general goals identified.

THE CSRD ROUNDTABLES

In this section of the report, the activities at the roundtables held in Colorado, North Dakota, and Missouri are detailed. Agendas and handouts for each roundtable are included in Appendices A, B, and C.

Colorado Roundtable

Colorado's roundtable was held October 14, 1999 in conjunction with McREL's Fall Conference. Sixteen of the 18 Colorado sites were represented. Other attendees included

Colorado Department of Education staff, the Nebraska CSRD State Coordinator, and a representative from a South Dakota CSRD site.

A special feature of Colorado's roundtable agenda was an explanation of the CSRD Advocate Program. Under the program, a Colorado Department of Education staff member is paired with each site to provide needed assistance and support. Advocates are able to play a variety of roles, from critical friend to resource and information broker to "cheerleader," because they are knowledgeable about accreditation and school change issues. They visit their CSRD site(s) once in the early fall and once in the spring to provide technical assistance and to gather information that will be used in the statewide evaluation of CSRD. Upon request, McREL will provide training (e.g., six-trait writing assessment) and resources (e.g., professional development planning toolkit) to support the advocates' work with their sites.

The agenda included time to discuss the questions that the statewide evaluation of CSRD will address. The evaluation will examine student achievement, as well as the implementation of the components of comprehensive school reform as defined in the federal legislation authorizing the CSRD program. In addition, the statewide evaluation will identify lessons learned from the CSRD program (e.g., appropriate timing and content of technical assistance, factors or actions that accelerate or inhibit reform, strategies for successful implementation). CDE staff also provided information about the annual progress report that sites must submit to the state to support its statewide evaluation of CSRD.

At this roundtable, as at the others, McREL shared information about the CSRD Interactive Web site that is hosted by WestEd. The Web site allows CSRD sites from across the country to create a profile of their reform efforts that can be shared online with others. The purpose of the Web site is to foster discussions about implementation of comprehensive school reform. McREL staff also provided an explanation of McREL's CSRD regional listserv and the resources available through McREL's Web site.

Colorado Department of Education staff members reviewed other proposed ways to support communication among sites and between the sites and CDE. Possible communication methods include e-mail, monthly conference calls centered on particular topics, site visits, and the Colorado CSRD Interactive Web Site. Participants suggested that a face-to-face meeting in the spring would also encourage sites to share successful strategies and provide moral support to one another.

Participants were asked to complete a technical assistance needs assessment. (See Appendix E.) Some participants were unsure of specific needs and wanted to discuss the issue with others at their site before completing the form. Those who did identify needs suggested the following areas: building local leadership and capacity for change, understanding the change process, knowing how to communicate via the interactive Web site, understanding how to teach diverse populations, and knowing how to analyze and use data to set student achievement goals and monitor progress toward them.

To prompt thinking about implementation issues and successes, two questions were posed to participants:

1) What will successful implementation of CSRD look like?

2) What strategies will you use to accomplish successful implementation?

Participants agreed that indicators of success included an environment where teachers are well prepared and students enjoy a challenging curriculum and achieve success with it. In this successful system, parents and community understand and accept the school's systematic approach to school reform.

Participants suggested the following implementation strategies:

- Develop a shared vision focused on learning.
- Have a systematic approach to reform.
- Conduct activities that build an understanding of the change process so all stakeholders know that the reform will take time and have its "ups and downs."
- Ensure a well-trained teaching staff by following guidelines for effective professional development.

North Dakota Roundtable

The roundtable of North Dakota CSRD sites was held on October 19, 1999 at Minnie H. Elementary, a rural school in Devil's Lake, North Dakota. Participants included representatives from three of the four North Dakota CSRD sites and the state CSRD coordinator.

As an opening activity, participants were asked to share something that made them proud of their school. Among the sources of pride was a more positive school climate and culture, increased use of effective instructional strategies, and increased student engagement in learning.

Participants also shared their views on challenges to implementing CSRD. These included the following:

- school districts' lack of understanding about what is required to implement CSRD,
- inadequate time for staff development,
- over-extension of the CSRD facilitator as a result of multiple responsibilities, and

- inadequate district financial and staff support for CSRD implementation.

Participants were encouraged to continue having conversations with their district administrators to increase the administrators' understanding and support of the reform initiative.

A key feature of this roundtable was observation of Minnie H. Elementary's implementation of its CSRD model, *Success for All*. The principal of Minnie H. gave an overview of the program and noted that getting buy-in for the program was not difficult because his staff was open to change. He emphasized that the initial training staff members received from the model developers gave them a "jump start" and prepared them for implementation. During the tour, participants observed how students are grouped according to reading level for a 90-minute reading period. Participants noted that students appeared engaged in the reading activities as teachers provided instruction. They also acknowledged that the professional development and detailed classroom materials that teachers received as part of the Success for All program play a key role in the success of the school's reform effort.

The state CSRD coordinator shared a proposed timeline for processing requests for continuation of funding in Year 2. The timeline will be revised, based on suggestions made at the meeting, and mailed to participants.

McREL staff members provided an overview of national and regional CSRD activities that helped participants understand how their efforts fit with those across the country and region. This was followed by a session on evaluation designed to assist the participants in aligning their evaluation efforts with evaluation requirements at the federal and state levels. Participants received a copy of *Evaluating for Success Comprehensive School Reform: An Evaluation Guide for Districts and Schools*, which reinforced what they learned at the roundtable session and provided a guide for use upon returning to their schools. The roundtable concluded with McREL staff members sharing information about available resources and communication networks, including the WestEd interactive Web site, and McREL's listserv and Web site.

Missouri Roundtable

Missouri's roundtable was held in Columbia, Missouri on December 2, 1999. Participants included representatives from 19 of the state's 38 sites. Few second-year sites were present because they did not feel a need for a meeting at this time. They wanted to continue working on implementation at their schools.

As with previous roundtables, a goal for this gathering was to share implementation strategies and challenges. To spark the discussion, representatives from three second-year CSRD sites made presentations about their reform efforts. The presentations included information on school demographics, features of the selected model, strategies for successful implementation, and challenges of implementation. Following the presentations, there was an open discussion session when all participants had an opportunity to share challenges and strategies.

Among the challenges identified by the group were the following:

- mismatches between state timelines for notifying grantees and the timing of initial professional development offered by model developers. By the time many of the sites received notification of their grant, the model developers scheduled training had already occurred.
- inadequate staff training from model developers,
- a lack of time for teachers to plan and learn collaboratively,
- a lack of available substitute teachers,
- teacher stress resulting in having to learn and apply new instructional strategies in very short time frames,
- a lack of teacher knowledge about how culture, language, gender, race, disability, and socioeconomic status affect learning among diverse student groups,
- the unwillingness of some staff members to change,
- high teacher and administrator mobility, and
- a lack of coordination of resources to support reform.

On the positive side, participants offered several strategies to improve the chances of success:

- monthly recognition celebrations to honor staff's work,
- meetings held at off-site locations,
- training in the change process and how it affects individuals and groups through structured activities such as the "Change Game" (a simulation of a district implementing an innovation),
- regular monthly teacher collaboration meetings for planning,
- planning meetings during the school day and use support staff to cover classes, and
- paraprofessional training so they can to assist teachers with daily instructional activities (e.g., tutoring, designing instructional tools).

Another purpose of the meeting was to share information about evaluation requirements. Representatives from Missouri's Department of Elementary and Secondary Education explained that the state evaluation will focus on implementation of the reform, incorporation of the nine components of CSRD, and student achievement gains. McREL staff members focused their portion of the evaluation presentation on strategies for finding time for data analysis and overcoming resistance to using data to assess progress and outcomes. These topics were chosen because the first-year evaluation of Missouri's CSRD sites indicated these were issues for the sites. Each participant received a copy of McREL's publication, *Evaluating for Success. Comprehensive School Reform: An Evaluation Guide for Districts and Schools*.

OBSERVATIONS

Identification of Technical Assistance Needs

Although one of the goals of the roundtables was to identify the sites' technical assistance needs, it was difficult for them to do so. Several explanations seem plausible based on the conversations at the roundtables. One explanation is that in the early stages of implementation, sites are busy establishing new types of working relationships among staff members in their school, between their school and the district, and between their school and the model developer. They may not realize that these tasks fall under the umbrella of technical assistance tasks and so do not identify this as a need. Another possible explanation is that during the initial implementation phase, sites are focused on building a shared understanding of their reform model and how it fits within the larger picture of reform in their district and simply have not had time to identify the types of assistance they could use. In other cases, sites are already receiving assistance from their model developer, and they may not know how to coordinate assistance from several sources, or they may feel that they are getting all the help they need.

Although the sites might not easily articulate technical assistance needs, they do express appreciation for the technical assistance they have received in the form of user-friendly guidebooks and strategies for addressing evaluation, data collection, and needs of special populations. From the sites' discussions, it was clear also that although they might not be ready to tap a variety of assistance providers outside their district, they do look inside their district for support, particularly related to resource coordination. One way that districts can help sites with resource coordination is to provide information about various sources of funding and ways to combine funds from those sources to foster a more integrated reform program.

The Roundtable Strategy

There are two main observations about the usefulness of the roundtable strategy. First, the strategy is useful for establishing communication and relationships among sites in a state. Such relationships help sites understand the larger picture of reform in their state and in the nation. They also find comfort in knowing that others face similar challenges related to program implementation. Second, the roundtables are useful for providing an opportunity to share

information about resources, both those of external providers and the sites themselves. In fact, discussions at the roundtables revealed a wealth of expertise among the sites and encouraged participants to share their expertise and draw upon the expertise of others. Such sharing is necessary to sustain reform efforts, particularly when resources seem scarce or when people think that problems are insurmountable. Participant sites expressed an appreciation for the sharing of information and ideas at the roundtable and a desire for continued communication through face-to-face meetings, publications, and the various electronic networks described at the roundtable.

Overall, convening roundtables was an effective strategy for McREL to use to promote productive discussions among representatives from CSRD sites within a state. To use roundtables effectively in the next phase, McREL staff will need to maintain communication with sites to keep abreast of their needs and to properly involve sites in planning the roundtables.

APPENDICES

A. Colorado Roundtable Packet

B. North Dakota Roundtable Packet

C. Missouri Roundtable Packet

D. Schools Awarded CSRD Funds

E. Technical Assistance Needs Assessment

Appendix A: Colorado Roundtable Packet

CSRD LEA Roundtables

CSRD LEA Roundtables

COMPREHENSIVE SCHOOL REFORM DEMONSTRATION STRAND

REALIZING SUCCESS:

Making Change Meaningful

MCREL FALL CONFERENCE

October 13-15, 1999

Denver, Colorado

CSRD LEA ROUNDTABLE

Facilitators: Gail Clark, Dan Seger, Jan Silverstein, & Brooke Fitchett

CRSD Roundtable

10:00-12:00 am
October 14, 1999

Agenda

10:00-10:10 am	Introduction *Gail Clark, Senior Associate and Dan Seger, Senior Associate, McREL*
10:10-10:20 am	Who are we? *Jan Silverstein, Supervisor and Brooke Fitchett, Consultant, CDE*
10:20-10:40 am	The Role of the Advocate and Evaluation Procedures *Brooke Fitchett and Jan Silverstein*
10:40-10:55 am	Communication Avenues *Gail Clark, Jan Silverstein, and Brooke Fitchett*
10:55-11:00 am	Explanation of a $47,000 Opportunity *Brooke Fitchett*
11:00-11:15 am	Open Forum for Questions and Answers Concerning: Budgets, Reporting, Roles, etc... *Jan Silverstein and Larry Johnsen, Grant Accountant, CDE*
11:15-12:00 am	World Cafe: Successful Implementation of CSRD *Gail Clark and Dan Seger*

COMPREHENSIVE SCHOOL REFORM DEMONSTRATION

LEA ROUNDTABLE
Outcomes

- **To network with LEA sites and identify lessons learned in the implementation of the Comprehensive School Reform Demonstration Program**

- **To discuss issues relative to technical assistance needs and CSRD model implementation**

- **To strengthen communication and collaborative links among CSRD LEA sites**

Great Schools don't happen by accident.

They happen by design.

Higher levels of CSR model implementation occurred when schools...

- were well informed and clearly understood their designs;
- had a free choice among designs;
- did not have significant internal strife prior to adopting the design;
- did not have leadership turnover during first years of implementation;
- gained the necessary support and resources from the district office;
- adopted designs that emphasized the core elements of schooling (curriculum, instruction, student assignment, assessment, professional development);
- had authority over curriculum, instruction, and schedules to meet design specifications;
- had authority over professional development to meet the identified needs of the design;
- supported implementation with extensive, whole-school training, facilitators, quality checks, and materials;
- ensured that new staff were trained in the model;
- worked with a stable team of consultants who were able to work with them on site;
- had authority over their budget; and
- had authority over personnel to create new positions, transfer non-supportive personnel to create a cohesive staff, and evaluate the staff against the new design practices.

Higher levels of CSR model implementation occurred when the district...

- leadership was perceived by teachers as stable and strongly supportive of the effort;
- did not face political crises such as significant budget reduction, labor management strife, or redistricting;
- had a culture or history of cooperation and trust between the central office and the schools;
- provided some school level autonomy, commensurate with that needed to promote the design; and
- provided more resources for professional development and planning.

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For more information:

Bodilly, S. with Purnell, S., Ramsey, K., and Keith, S.J. (1996). *Lessons from New American Schools Development Corporation's Demonstration Program.* Santa Monica, CA: Rand.

Bodilly, S. with Keltner, B., Purnell, S., Reichardt, R., and Schuyler, G. (1998). *Lessons from New American Schools' Scale-Up Phase.* Santa Monica, CA: Rand.

Fashola, O.S. and Slavin, R.E. (1997). Promising Programs for Elementary and Middle Schools: Evidence of Effectiveness and Replicability. *Journal of Education for Students Placed at Risk,* 2(3), 251-307.

Stringfield, S., Millsap, M.A., and Herman, R. (1997). *Urban and Suburban/Rural Special Strategies for Educating Disadvantaged Children, Findings and Policy Implications of a Longitudinal Study.* Baltimore, MD: Johns Hopkins University.

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Appendix A: Colorado Roundtable Packet

GREAT SCHOOLS DON'T HAPPEN BY *Accident.*

THEY HAPPEN by DESIGN.

See for yourself on the Annenberg/CPB Channel's workshop series, beginning Monday, October 4, 1999.

Join us as we explore the growing national movement known as "comprehensive school reform."

New American Schools: Getting Better by Design is a nine-part workshop series that takes you on location with New American Schools, a recognized leader in comprehensive school reform, and its Design Teams. Each Design Team takes a different approach to reaching the same goal: raising achievement for all students.

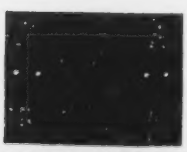
Comprehensive school reform allows schools to choose a proven, research-based framework for schoolwide improvement that is flexible enough to respond to your needs.

Look inside classrooms across the country to see how New American Schools and the Design Teams are working with educators, administrators, students, and parents to dramatically improve student performance in all core subjects and all grades.

The series also explores the essential role of school districts in supporting schools undertaking comprehensive reform, and identifies new resources available to support implementation in your community.

Schools, districts, and other groups may view the workshops free of charge as they are broadcast via satellite twice each week for 10 consecutive weeks, beginning October 4, 1999. Or you may tape the programs to view later. A digital satellite receiver is required. Viewers' guides will be provided.

To take part, you must register at the Annenberg/CPB Channel Web site at www.learner.org/channel or call New American Schools at (703) 908-9500 for registration materials.



The Annenberg/CPB Channel

New American Schools

The Role of the CSRD Advocate:

CSRD Advocates ARE:	**CSRD Advocates are NOT:**
1. Encouragers 2. Resources 3. Listeners 4. Information providers/tool brokers 5. Responsive to needs 6. Friendly critics 7. Links to CDE and regional teams 8. Directly linked to school contact person 9. Knowledgeable about accreditation 10. Facilitators of change	1. Compliance officers 2. Enforcers 3. The sole providers of assistance 4. Representatives of a specific model/developer 5. Directors or determiners of the school's direction

Each Advocate is expected to visit their CSRD sites once in the early fall and once in the spring. The purpose behind the visit is two-fold.

1. Provide technical assistance and support to the site.
2. Garner information that will be used in the statewide evaluation of CSRD efforts.

Comprehensive School Reform Demonstration
Site Visit Guiding Questions

1- Is there a strong correlation between your most current needs assessment results and this year's plans for professional development?

2- What will be an early hurdle/challenge necessary to overcome in order to be successful in your first year of implementation? What steps can be taken now to prepare?

3- What support and/or assistance will you need from your Advocate, CDE Regional Team and/or the CSRD office in order to be successful?

Comprehensive School Reform Demonstration (CSRD) Self-Assessment Tool

addressing the 9 essential components

INNOVATIVE STRATEGIES AND PROVEN METHODS (research-base)

1	2	3	4	5
No clear connection to best practices.		Best practices with research-base serve as foundation for work.		Consistently exploring research and best practices to continually improve student achievement.

COMPREHENSIVE DESIGN

1	2	3	4	5
Comprehensive plan exists but is a stagnant document.		Comprehensive plan pulls together efforts across school.		Comprehensive plan provides focus for all work. Stakeholders know and understand plan. Plan frequently revisited for improvements.

PROFESSIONAL DEVELOPMENT

1	2	3	4	5
Professional development does not meet expectations outlined in proposal's original plan.		Professional development is working towards meeting expectations of *Guidelines for Professional Development*...		Professional development reflects the *Guidelines for Professional Development* completely.

MEASURABLE GOALS AND EVALUATION

1	2	3	4	5
Goals are varied without focus on academic performance. No clear means for measurement exists. Evaluation plan not followed or used as tool for continuous improvement.		Most goals are measurable and tied to academic performance. Evaluation plan frequently referred to for both formative and summative information.		All goals are measurable, well communicated and directly tied to academic performance. Evaluation plan integrated into comprehensive plan and consistently provides useful data.

STAKEHOLDER SUPPORT

1	2	3	4	5
School working on including representatives of all stakeholders in meaningful ways.		Representatives of stakeholder groups are listened to and informed.		Representatives of all stakeholders possess meaningful roles contributing to constant improvement and increasing academic achievement.

EXTERNAL SUPPORT & ASSISTANCE

1	2	3	4	5
Link to external support providers and district exists but is lacking in specificity. Assistance has haphazard connection to needs.		Connection to external support providers and district evident. Roles are not yet completely clarified. Assistance typically responsive to needs.		Presence of external support providers and district is obvious. Assistance is needs based.

COORDINATION & REALLOCATION OF RESOURCES

1	2	3	4	5
Intent to coordinate and reallocate resources exists but is not necessarily in practice.		A degree of coordination and reallocation exists.		Coordination and reallocation exists to provide more resources to necessary areas. School budget directly linked to comprehensive plan.

Colorado's External Evaluation of CSRD Impact
Brief Summary of Focus
October 1999

External Evaluator: Clayton Foundation (Meera Mani, Joy Fitzgerald, Peter Huidekoper)

Evaluation Questions:

1. What impact has the CSRD Program had on student achievement?
   - Growth measured against baseline data over time
   - Comparison of performance to other public schools serving roughly comparable populations (using primarily CSAP scores)

2. Are the schools, in fact, implementing the integrated components of comprehensive school reform defined in the federal law?
   - Annual self-assessment by all sites
   - Case study of three CSRD sites

3. What lessons can be learned from the CSRD program?
   E.G, value and availability of technical assistance, necessary midcourse adjustments, opportunities and challenges of site implementation, value added/critical pieces
   - Short term - to assist site midcourse adjustments
   - Long term - to provide broader policy implications

Schedule:

- Early November: Clayton will send each school site the annual progress report format (summative) and self-assessment tool (formative).
- April 30, 2000: Sites may submit annual progress report to qualify for remaining Year 2 dollars.
- June 30, 2000: All sites must have completed all Year 1 reporting.
- October 1, 2000: State Year 1 External Evaluation Report will be disseminated.

CSRD STATE EVALUATION CHECKLIST

The purpose of this checklist is to consolidate evaluation information/data needs that have been requested in the following documents: the Consolidated State Performance Report, U.S. Department of Education's Guidance on Comprehensive School Reform program, and the National Evaluation Objectives and Indicators. This checklist does not replace a comprehensive evaluation plan; its intent is to assist the alignment of local, state and national evaluation efforts.

School Implementation Progress and Continuation Awards

- ❑ Number of schools implementing and sustaining comprehensive research based approaches to improve curriculum and instruction (national indicator 2.1).
- ❑ Evidence that CSRD schools are meeting implementation benchmarks and objectives outlined in their CSRD application (national objective 2.2).
    - Areas to monitor for implementation include stakeholder support, parental participation, continuous professional development, and implementation fidelity of adopted research-based model.
- ❑ Provide specific criteria the SEA used to determine substantial progress as defined under the legislation, and therefore qualified for Year 2 continuation funding.
- ❑ CSRD awards that have been discontinued and reasons why.

Achievement Impact

- ❑ Change in the proportion of students in CSRD schools meeting or exceeding basic level/proficient level on state assessments (national indicator 1.1).
    - States should rely on the same assessments that are being used to assess all students against challenging State standards, and that serve as the assessments for accountability for Title I.
    - Include local student performance goals using local, school developed or curriculum embedded assessments to measure progress toward achieving the goals.
    - Performance measures should be compared with past performance.
    - When feasible, assessment results should be disaggregated by Title I categories to examine impact of reform on targeted groups.

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- ❑ Change in attendance (national indicator 1.2).
- ❑ CSRD schools that have been removed from the Title I *school improvement* or State *low-performing* status due to performance gains (national indicator 2.3).
- ❑ CSRD schools added to Title I *school improvement* status due to declining performance.

Impact on School Reform/School Improvement Program Administration

- ❑ Describe impact of the CSRD program on the nature of TA and support provided to schools receiving Title I funding in the State.
- ❑ Describe how SEA is integrating the CSRD framework into other State-level standards-based reform programs and activities.

Technical Assistance

- ❑ Technical assistance and support to CSRD schools provided by SEA and its partners
- ❑ Percent of state and local program coordinators reporting that Federal assistance and guidance is helpful (national indicator 3.1)
- ❑ Number of districts and schools reporting knowledge and understanding of CSRD (national indicator 3.2)

Evaluation and Dissemination

- ❑ Describe primary findings from SEA evaluation of CSRD.
- ❑ Describe how SEA will disseminate findings from its evaluation to CSRD schools & other schools in State interested in comprehensive reform.

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Appendix B: North Dakota Roundtable Packet

Evaluating for Success CSRD

- **CSRD Purpose**
- **Evaluation Principles**
- **Evaluation Stages**
- **Alignment of Evaluation Requirements**

Comprehensive School Reform Demonstration
Devils Lake, North Dakota
October 19, 1999

Facilitators: Gail Clark and Mike Arnold

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Aurora, CO 80014
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McREL

TENTATIVE AGENDA FOR THE COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROJECT WORKSHOP

October 19, 1999

Devils Lake ND

9:30 - 1030: Classroom Observations of Success for All Program

Meet in Minnie H Elementary School office

210 College Drive South

Devils Lake ND 58301-3514

Come in northwest door (gym door)

Mr. Darren Sheldon, Principal, will take us around the school for classroom visits to observe the Success for All Program in action

10:30 – 12:00: Sharing from CSRD Sites: Successes and Concerns

Meeting Rooms at the Sports Center

1601 College Drive

Devils Lake ND

Located by the college on the north side of town

12:00 – 1:00: Lunch (catered in)

Sports Center Meeting Rooms

1:00 – 2:00: Setting the Stage for Evaluation by Mid-continent Regional Educational Laboratory (McRel)

Sports Center Meeting Rooms

National Perspective

State Perspective

Local Perspective

2:00 – 2:30: Question and Answer Session

Sports Center Meeting Rooms

Bring all the questions you've been wondering about for this informative session with McRel.

Comprehensive School Reform Inititative

"**COMPREHENSIVE SCHOOL REFORM** focuses on reorganizing entire schools rather than on implementing isolated programs. These programs are intended to stimulate schoolwide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. It uses well-researched and well-documented models for schoolwide change that are supported by expert trainers and facilitators. Challenging academic standards, strong professional development components, and meaningful parent and community support are all part of comprehensive school reform."

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Demonstration Program Purpose

- Provide financial **incentives** to low performing schools (particularly Title I schools)
- **Improve** student performance
- Enable **all students** to meet challenging State standards
- Stimulate use of **comprehensive** school reform programs
- To support in a **coordinated** fashion existing programs (not a separate project to "add-on" to existing projects)

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Criteria for CSR Programs

1. Effective, research-based methods and strategies
2. Comprehensive design and aligned components
3. Professional development
4. Measurable goals and benchmarks
5. Support within the school
6. Parental and community involvement
7. External technical support and assistance
8. Evaluation strategies
9. Coordination of resources

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Evaluation Principles

- Examine process & impact
- Create a flexible design
- Keep design realistic
- Establish an evaluation team

Stages of Evaluation

1. Planning the evaluation
2. Designing the evaluation
3. Conducting the evaluation
4. Reporting the findings
5. Encouraging use of the findings

NORTH DAKOTA

CSRD Evaluation Requirements

- Mid year report
- Annual report
- Evaluation conducted as part of the Title I consolidated monitoring process
- State accreditation alignment
- Student data in reading, language arts, math , science and social studies
- Evaluative discussions with teachers, administrators, & model developers
- Self Evaluation

COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM
EVALUATION REQUIREMENTS

(abstracted from U.S. Department of Education's Guidance on the Comprehensive School Reform Demonstration Program)

The following sections describe the evaluation requirements for states and districts participating Comprehensive School Reform Demonstration Program, recently initiated by the Obey-Porter legislation.

B. COMPONENTS OF A COMPREHENSIVE SCHOOL REFORM PROGRAM

B-1. What is a "comprehensive school reform program"?

(8) **Evaluation Strategies:** The program includes a plan for the evaluation of the implementation of school reforms and the student results achieved.

D. STATE APPLICATION REQUIREMENTS

D-1. What are the key issues that must be addressed in an SEA's application for CSRD funding?

(4) **State evaluation strategies:** The application must describe how the SEA will evaluate the implementation of comprehensive school reforms supported under the program and measure the results achieved in improving student academic performance. An SEA may submit a description of its anticipated evaluation strategies, rather than a formal evaluation plan.

F. STATE AWARDS TO LEAS

F-9. ...what information must an LEA include in its sub-grant application?

(4) An LEA must describe how it would evaluate the implementation of comprehensive school reforms in its schools and measure the results achieved in improving student academic performance for all students in participating schools.

F-11. On what basis does an SEA make continuation awards?

An SEA will make a continuation award to subgrantee that has made substantial progress toward meeting the objectives of its local application.

Assessments should be disaggregated by the categories specified in Title I to examine the impact of reform on targeted groups.

Other measures of school performance can also be monitored, including attendance, grade promotion, graduation, suspension and expulsion rates, course-taking patterns, and parental involvement.

Program Implementation Data

Implementation evaluation should consider both program start-up and long term maintenance.

Implementation areas that should be tracked include:

- Stakeholder support
- Parental participation
- Continuous staff development
- Monitoring for performance.

The following aspects of external technical assistance should be assessed:

- Nature of external technical assistance received
- Extent of technical assistance
- Sources of technical assistance
- Perception of its usefulness in furthering the implementation and impact of the program.

I-2. What are the Department of Education's plans for national evaluation?

Designed to address key questions concerning participating schools, the programs being implemented, and impact on student performance.

Will use the basic information that States provide on subgrantees (via Early Implementation Date Form included in application package) to compile data on amounts of awards, characteristics of participating schools, and models being implemented.

TITLE I EVALUATION REQUIREMENTS

(abstracted from Education Funding Research Council's Title I Handbook)

In order to receive Title I funding, each state must submit a state plan to the U. S. Department of Education. Within this plan, the following standards and assessment criteria must be included. Local districts must then adhere to the requirements set forth in the state plan for evaluating the effectiveness of Title I programs and services.

SECTION 1111 STATE PLANS

Evidence of challenging state content and performance standards (in at least mathematics and reading or language arts) that all children are expected to meet

Evidence of performance standards that identify at least two levels of high performance (proficient and advanced) and a third level (partially proficient) that provides information about the progress low-achieving children are making towards meeting the two higher levels of performance

A description of what constitutes adequate yearly progress of both Title I schools and districts towards enabling children to meet the state's student performance standards. "Adequate yearly progress" is considered to be continuous and substantial yearly improvement sufficient to achieve the goal of all children served under Title I meeting the proficient and advanced levels of performance in a reasonable period of time.

Evidence that the state has adopted high quality student assessments, aligned with the content and performance standards, that will be used to measure the performance of all children (in at least mathematics and reading or language arts)

These student assessments must demonstrate the following criteria:

- be given at some time during each of these grade spans: 3-5, 6-9, 10-12;
- employ multiple measures (e.g., CRTs, NRTs, writing samples, performance events, observation checklists, portfolios) and assess high-order thinking skills;
- include the participation of all children (with modifications if necessary);
- provide results disaggregated by gender, racial or ethnic group, English proficiency, migrant, disability, and socio-economic status.

Schools and districts not meeting the state's definition of adequate yearly progress for two consecutive years will be identified as needing improvement, making them candidates for technical assistance and, eventually, corrective action if the failure to meet adequate yearly progress continues.

Communication Avenues

1. Email
2. Phone
3. Colorado CSRD Interactive Web Site
4. Once a Month Conference Call
5. Meeting/ Site Visits
6. Additional Options

- What is the preferred method of communication between your site and the advocate?
- What do we want to use to facilitate communication between Colorado CSRD sites, their advocates, and CDE?

COMPREHENSIVE SCHOOL REFORM DEMONSTRATION

CSRD Interactive Web Site Pilot Project

The interactive CSRD web site pilot project will investigate the use of web-based, school-generated profiles and discussion groups as a networking tool for schools with the aim of helping build national capacity in school reform. The site will serve the following purposes:

- **Allow CSRD funded schools to create their own school profiles in a central area from which schools can learn about school reforms at CSRD funded school sites**
- **Foster effective discussions among all schools on issues related to CSRD and school reform**
- **Add value to ongoing regional CSRD discussions**

The discussion groups will provide CSRD funded schools across the nation a means to communicate with one another about topics related to school reform. The three initial discussion group topics selected by the cross-lab planning team are *English Language Learners, Evaluation and Data Collection, and Reallocating Resources.* Schools and individuals will be able to communicate with one another via e-mail outside of the discussion groups on any topic using the contact information they provided when they register on the site.

ATTENTION CSRD AWARDEES

An opportunity you cannot afford to let pass by...

WHAT: $47,000 available to Colorado CSRD sites to assist in the implementation of their comprehensive school reform models.

WHO: CSRD sites in Colorado

HOW (to apply): Write a letter to the CSRD Office with specifics regarding the dollar amount requested for necessary additional activities.

WHEN: Letters need to be submitted by 1 November 1999. Upon approval, dollars will be available for spending in January 2000.

WHY: There was a remainder of $47,000 after funding the 18 CSRD sites in March 1999.

WHAT TO KEEP IN MIND: There is *only* $47,000 left and 18 sites potentially applying for a portion. These additional dollars are meant to enable you to add another professional development experience or strengthen your parent outreach program as opposed to supplanting any costs your approved proposal budget indicated. This is a one-time funding opportunity—it will **not** exist every year of the three-year CSRD funding cycle. Call Jan at 303/866-6635 with any questions.

Colorado Comprehensive School Reform Demonstration (CSRD) Abstracts*
March 1999

Adams County School District 1
Monterey Elementary School
Lisa Roberts, Principal
2201 McElwain Boulevard
Denver, CO 80229
(303) 853-1362
(303) 853-1396--fax

To improve student achievement at Monterey Elementary School, comprehensive reform will begin with the Success for All (SFA) program shaping instruction in reading, influencing school behavior management, and strengthening parent participation. Writing instruction will be impacted through the Six Trait Writing Program. Student performance on CSAP, standardized tests (Terra Nova), and the Mapleton Authentic Reading Assessment will provide evidence of student achievement.

Boulder Valley School District RE-2
Lafayette Elementary School
Jesse Esparza, Principal
101 North Bermont Avenue
Lafayette, CO 80026
(303) 665-5046
(303) 665-5050--fax

A multi-component plan at Lafayette Elementary School incorporates the Lafayette school community's best analysis and understanding as to what will help the most in improving student performance. A central focus of the plan, First Steps™, is an externally developed comprehensive literacy development approach that has been tried and proven in many schools. This plan includes flexible scheduling, literacy block, cross-age tutoring, schoolwide themes and focuses, and participation in the Collaborative Literacy Intervention Program (CLIP™), another research-based approach proven to raise and sustain reading performance for children demonstrating the lowest levels of literacy development.

Centennial School
Helen Vessels
P.O. Box 350
San Luis, CO 81152
(719) 672-3691
(719) 672-3345--fax

Centennial School will use the Expeditionary Learning (EL)/Outward Bound model for reform, a comprehensive design for school improvement that enables all students to meet rigorous academic standards and personal character goals. Research shows that by the third year of implementation, nine out of ten Expeditionary Learning Schools showed significant gains in student achievement particularly in literacy and math as measured by state and district tests. Further, improvement in student test scores has been sustained for a full five-years in the original demonstration schools.

**Text taken from proposal abstracts.*

Denver Public Schools
John Amesse Elementary School
Alberta Alston, Principal
5444 Scranton Street
Denver, CO 80239
(303) 371-0940
(303) 764-7502--fax

Roots and Wings builds on the Success for All program, which provides research-based curriculum for students in pre-kindergarten through grade six in reading, writing and language arts; one-to-one tutoring for primary grade students struggling in reading; and extensive family support services. The Roots and Wings national staff will provide extensive staff development support. This model primarily works with schools located in areas serving disadvantaged students and has been implemented successfully in schools with tremendously diverse student populations.

Denver Public Schools
Manual High School
Nancy Sutton, Principal
1700 East 28th Avenue
Denver, CO 80205
(303) 391-6333
(303) 391-6380--fax

Manual will work with the Coalition of Essential Schools, a network engaged in school reform by redesigning the entire school environment. Research-based principles focus the school's efforts on directly improving student achievement. Manual will focus its work in three key strategic areas: 1) development and implementation of standards-based curriculum focused on core knowledge areas, as well as instructional practices and assessments strategies aligned with this curriculum; 2) involvement of parents in students' work and progress; and 3) comprehensive, research-based, on-site professional development strategies.

Denver Public Schools
The Odyssey Charter School
Van Schoales, Director
6430 Martin Luther King Boulevard
Denver, CO 80207
(303) 316-3944
(303) 316-4016--fax

The Odyssey School is the first Expeditionary Learning Outward Bound charter school in the nation. The school will: 1) provide a public school choice which reflects the diversity of NE Denver; 2) facilitate a rigorous standards-based education enabling all children to read and write at and above grade level; 3) create an environment where experiential project-based learning can be at the core of the school; 4) exemplify effective practices of a successful urban school; and, 5) build upon the commitment of local parents and community members to establish an effective urban school with a strong community foundation.

**Text taken from proposal abstracts.*

East Otero School District R1
Columbian Elementary School
Ron Nordin, Principal
800 Grace Street
La Junta, CO 81050
(719) 384-8479
(719) 384-4271--fax

Columbian Elementary will use the Success for All model, a reading curriculum based on research and effective practices in beginning reading with an appropriate use of cooperative learning. Reading teachers at every grade level begin the reading time by reading children's literature to students and engaging them in a discussion of the story to enhance their understanding, listening and speaking vocabulary, and knowledge of story structure. Parents are an essential part of the formula in Success for All. A Family Support Team works in each school, serving to make families feel comfortable in the school and become active supporters of their child's education.

El Paso School District 11
Helen Hunt Elementary School
Gloria Chiunti, Principal
917 East Moreno
Colorado Springs, CO 80903
(719) 630-2244
(719) 630-2245--fax

Helen Hunt Elementary will use a combination of national models and home-grown strategies. These include Success for All, Everyday Mathematics, Colorado School Mediation Project, Family Literacy Program, and Extended Instructional Time. The Hunt Elementary community (staff, students, parents and patrons) created four objectives: 1) increase proficiency levels for reading and writing; 2) involve 75% of parents in the Family Literacy Program activities; 3) 65% of students will function at proficient or advanced levels; 4) attendance rate will increase to at least 96% and decrease suspensions to less than 15. Business volunteers from throughout the community will provide the countless hours necessary to help adapt success for all tutoring to all Hunt students reading below grade level.

Harrison School District 2
Centennial Elementary School
Jeanne Schleicher, Lead Teacher
1860 South Chelton Road
Colorado Springs, CO 80910
(719) 579-2155
(719) 579-2864--fax

Centennial Elementary School will implement The Learning Network in order to: Increase student achievement; develop a community of learners, increase teacher understandings and effectiveness, maintain a commitment to reform, and provide materials necessary to support changes in classroom practice. Funds for the grant will be used to develop a learning community with students, staff, and parents using the teaching and learning cycle. CSAP and individual assessments will start the cycle. Teaching will then be driven by identified needs, improving the rate of learning for all Centennial students.

**Text taken from proposal abstracts.*

Harrison School District 2
Monterey Elementary School
Kay Frunzi, Principal
2311 Monterey Road
Colorado Springs, CO 80910
(719) 579-2170
(719) 579-2954--fax

Monterey Elementary School will provide materials, training, support, and expertise for the staff to implement the Math Wings program that is part of Success for All; a model previously adopted by Monterey. The grant will also enable them to align the reading, writing, and math curriculum, instruction, and assessments to the state standards and benchmarks. The direct alignment of Success for All, Six Trait Writing, and Math Wings with the reading, writing, and math standards and benchmarks will be shared with other sites utilizing these models.

Hayden School District RE-1
Hayden Valley Elementary School
Michael Luppes, Principal
P.O. Box 70
Hayden, CO 81639
(970) 276-3756
(970) 276-4217--fax

Hayden Valley Elementary School has selected the Literary and Learning Coalition (LLC) as their comprehensive school reform model. The LLC stresses nine major program components including a school-wide philosophy, research-based classroom practice, embedded and ongoing staff development, quality assessment, management of time and resources, a supportive school environment, effective intervention strategies, parent involvement, and administrative support and supervision. The ultimate goal is student achievement--including improvement in CSAP scores over the course of the coming three years.

Huerfano School District RE-1
John Mall High School
Chuck Scott, Principal
611 West Seventh Street
Walsenburg, CO 81089
(719) 738-1610
(719) 738-2541--fax

John Mall High School in Walsenburg, Colorado will implement the Coalition of Essential Schools model. A major reason why the Coalition of Essential Schools model was selected is because of its emphasis on personalized education and breaking the instructional environment into smaller scale units. The project has the unanimous endorsement of John Mall's faculty and strong support from parents, members of the community, members of the Huerfano County Re 1 School Board, the district and community organizations.

**Text taken from proposal abstracts.*

Mesa County Valley School District 51
Chatfield Elementary School
Steve Schultz, Principal
3188 D 1/2 Road
Grand Junction, CO 81504
(970) 434-7387
(970) 434-1856--fax

Chatfield Elementary is adopting The Learning Network (TLN) model of school reform, a proven model that helps schools organize for effective teaching and learning. It provides a process of working together at the leadership, and faculty levels, and with the school and its community. Schools become a collaborative effort between faculty and families. Teachers will facilitate study groups. These groups will focus on literacy, behaviors that support learning, parent-school partnerships, math, and developing a consistent cohesive learning environment.

Moffat School District 2
Penelope Freel, Superintendent
Box 428
Moffat, CO 81143
(719) 256-4710
(719) 256-4730--fax

Moffat Consolidated School District 2 will implement the Core Knowledge Sequence in grades PK-8 to address the need for increased academic achievement and academic focus at the elementary/middle schools. This project involves a collaborative effort with Mountain View Charter School. Core Knowledge is a proven model which results in increased achievement for all groups, regardless of income level. Significant efforts have been made to assure commitment by all stakeholders and to provide the professional development and parent involvement that will assure the sustainability of the project.

Monte Vista School District C-8
Monte Vista Elementary Schools
Kristin Steed, Curriculum Director
345 East Prospect Avenue
Monte Vista, CO 81144
(719) 852-2212
(719) 852-6184--fax

Monte Vista elementary schools have chosen a homegrown model in order to meet two primary needs: 1) the need for focused, sustainable staff development experiences that directly impact student achievement and, 2) the need for improved instructional delivery practices in literacy. Through partnerships with Adams State College, and The Learning Network, Monte Vista will create demonstration sites, resource rooms, parent education opportunities, restructured leadership roles, policy statements, state-of-the-art staff development, and valid assessment and evaluation practices.

**Text taken from proposal abstracts.*

To find out more, please contact either the individual schools or the CSRD office at the Colorado Department of Education, 303/866-6791, www.cde.state.co.us.

Pueblo School District 60
Risley Middle and Haaff Elementary Schools
Kathy DeNiro
Director of Secondary Education
315 West 11th
Pueblo, CO 81003
(719) 549-7177
(719) 549-7173--fax

The FIE/Nexus Cluster Model, selected by Risley Middle School, was developed in Pueblo School District 60 and has reached a significant high level of success at Haaff Elementary School. The model provides peer coaches who will mentor all faculty in standards, curricula, and assessments. The new model will also use video conferencing capabilities to facilitate the communications and dialoguing. The model focuses on the professional development of all faculty members, allowing for the development of a core of in-house experts who will mentor new faculty.

Southwest BOCS
Southwest Open High School
Jean Lovelace, Principal
P.O. Box 1420
Cortez, CO 81321
(970) 565-1150
(970) 565-8770--fax

Southwest Open High School (SWOHS) in Cortez has chosen the Expeditionary Learning Outward Bound Model because it has been shown to be effective in improving achievement scores of students in participating schools. Expeditionary Learning includes the following practices: active learning, constructivist education, project-based instruction, authentic assessment, multiple intelligences, looping, and inclusion. The Expeditionary Learning Model will enhance academic achievement and increase parental involvement by providing relevant, captivating learning experiences for all levels of students.

Thompson School District R2-J
Winona Elementary School
Audrey Polka, Principal
201 South Boise Avenue
Loveland, CO 80537
(970) 667-3273
(970) 669-6405--fax

Winona Elementary School selected the California Early Literacy Learning (CELL)/Wyoming Early Literacy Learning (WELL) model. The first component centers on having excellent balanced literacy instruction in every classroom. The second major component is implementation of Reading Recovery as a safety net in first grade to identify at-risk children and to intervene early to help all children become readers and writers. The third major component of this model is the increased time for literacy, especially in the primary grades. The school schedule will change to provide one and one-half hours of uninterrupted blocks of time for literacy as well as focusing on literacy throughout the entire school day.

**Text taken from proposal abstracts.*

To find out more, please contact either the individual schools or the CSRD office at the Colorado Department of Education, 303/866-6791, www.cde.state.co.us.

TOOLS FOR PLANNING THE EVALUATION

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CSRD STATE EVALUATION CHECKLIST

The purpose of this checklist is to consolidate evaluation information/data needs that have been requested in the following documents: the Consolidated State Performance Report, U.S. Department of Education's Guidance on Comprehensive School Reform program, and the National Evaluation Objectives and Indicators. This checklist does not replace a comprehensive evaluation plan; its intent is to assist the alignment of local, state and national evaluation efforts.

School Implementation Progress and Continuation Awards

- ☐ Number of schools implementing and sustaining comprehensive research based approaches to improve curriculum and instruction (national indicator 2.1).

- ☐ Evidence that CSRD schools are meeting implementation benchmarks and objectives outlined in their CSRD application (national objective 2.2).

    - Areas to monitor for implementation include stakeholder support, parental participation, continuous professional development, and implementation fidelity of adopted research-based model.

- ☐ Provide specific criteria the SEA used to determine substantial progress as defined under the legislation, and therefore qualified for Year 2 continuation funding.

- ☐ CSRD awards that have been discontinued and reasons why.

Achievement Impact

- ☐ Change in the proportion of students in CSRD schools meeting or exceeding basic level/proficient level on state assessments (national indicator 1.1).

    - States should rely on the same assessments that are being used to assess all students against challenging State standards, and that serve as the assessments for accountability for Title I.
    - Include local student performance goals using local, school developed or curriculum embedded assessments to measure progress toward achieving the goals.
    - Performance measures should be compared with past performance.
    - When feasible, assessment results should be disaggregated by Title I categories to examine impact of reform on targeted groups.

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101 SW Main Street, Suite 500
Portland, OR 97204-3297

- ❑ Change in attendance (national indicator 1.2).
- ❑ CSRD schools that have been removed from the Title I *school improvement* or State *low-performing* status due to performance gains (national indicator 2.3).
- ❑ CSRD schools added to Title I *school improvement* status due to declining performance.

Impact on School Reform/School Improvement Program Administration

- ❑ Describe impact of the CSRD program on the nature of TA and support provided to schools receiving Title I funding in the State.
- ❑ Describe how SEA is integrating the CSRD framework into other State-level standards-based reform programs and activities.

Technical Assistance

- ❑ Technical assistance and support to CSRD schools provided by SEA and its partners
- ❑ Percent of state and local program coordinators reporting that Federal assistance and guidance is helpful (national indicator 3.1)
- ❑ Number of districts and schools reporting knowledge and understanding of CSRD (national indicator 3.2)

Evaluation and Dissemination

- ❑ Describe primary findings from SEA evaluation of CSRD.
- ❑ Describe how SEA will disseminate findings from its evaluation to CSRD schools & other schools in State interested in comprehensive reform.

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INNOVATIVE STRATEGIES AND PROVEN METHODS (research-base)

1	2	3	4	5
No clear connection to best practices.		Best practices with research-base serve as foundation for work.		Consistently exploring research and best practices to continually improve student achievement.

COMPREHENSIVE DESIGN

1	2	3	4	5
Comprehensive plan exists but is a stagnant document.		Comprehensive plan pulls together efforts across school.		Comprehensive plan provides focus for all work. Stakeholders know and understand plan. Plan frequently revisited for improvements.

PROFESSIONAL DEVELOPMENT

1	2	3	4	5
Professional development does not meet expectations outlined in proposal's original plan.		Professional development is working towards meeting expectations of *Guidelines for Professional Development*...		Professional development reflects the *Guidelines for Professional Development* completely.

MEASURABLE GOALS AND EVALUATION

1	2	3	4	5
Goals are varied without focus on academic performance. No clear means for measurement exists. Evaluation plan not followed or used as tool for continuous improvement.		Most goals are measurable and tied to academic performance. Evaluation plan frequently referred to for both formative and summative information.		All goals are measurable, well communicated and directly tied to academic performance. Evaluation plan integrated into comprehensive plan and consistently provides useful data.

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STAKEHOLDER SUPPORT

1	2	3	4	5
School working on including representatives of all stakeholders in meaningful ways.		Representatives of stakeholder groups are listened to and informed.		Representatives of all stakeholders possess meaningful roles contributing to constant improvement and increasing academic achievement.

EXTERNAL SUPPORT & ASSISTANCE

1	2	3	4	5
Link to external support providers and district exists but is lacking in specificity. Assistance has haphazard connection to needs.		Connection to external support providers and district evident. Roles are not yet completely clarified. Assistance typically responsive to needs.		Presence of external support providers and district is obvious. Assistance is needs based.

COORDINATION & REALLOCATION OF RESOURCES

1	2	3	4	5
Intent to coordinate and reallocate resources exists but is not necessarily in practice.		A degree of coordination and reallocation exists.		Coordination and reallocation exists to provide more resources to necessary areas. School budget directly linked to comprehensive plan.

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Principles of High Quality Professional Development

The mission of professional development is to prepare and support educators to help all students achieve to high standards of learning and development.

Professional Development:

... focuses on teachers as central to student learning, yet includes all other members of the school community;

... focuses on individual, collegial, and organizational improvement;

... respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;

... reflects best available research and practice in teaching, learning, and leadership;

... enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;

... promotes continuous inquiry and improvement embedded in the daily life of schools;

... is planned collaboratively by those who will participate in and facilitate that development;

... requires substantial time and other resources;

... is driven by a coherent long-term plan;

... is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.

Source: U.S. Department of Education

IMPLEMENTATION OF COMPONENTS
WORKSHEET

INNOVATIVE STRATEGIES
How has your school integrated and implemented the CSRD model?

- The CSRD model has been fully implemented according to the design specifications of the model developer.
- The specific steps and approaches prescribed by the adopted research-based models and methods have been used and monitored to ensure program fidelity.

Does your school reform model provide ways to monitor implementation? If yes, what does this entail?

How will you track progress in implementing research-based strategies and practices?

COMPREHENSIVE DESIGN
How has your school's CSRD plan assured that there is a comprehensive approach aligning all school programs and resources with the adopted model?

- Specific steps have been taken to align instruction, assessment, curriculum, technology, and professional development into a coherent, schoolwide effort to improve student achievement.
- The program plans encompass the whole school not limited to particular grade levels, subjects, students, or teachers.
- The comprehensive school reform program is using specific strategies to ensure that all students meet or exceed state standards.

How will you measure progress in aligning instruction, assessment, curriculum and professional development?

What evidence will you use to show this is happening?

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PROFESSIONAL DEVELOPMENT

How has your professional development program satisfied the CSRD program goals and faculty/staff needs? How has your school determined if professional development activities have created change in classroom practices and teacher effectiveness?

- Specific, continuous professional development activities have been conducted to carry out the reform effort.
- Appropriate assessment instruments have been used to measure changes in teacher effectiveness.
- Appropriate assessment instruments have been used to measure the quality of professional development.
- Specific processes have been used to document and monitor the alignment of professional development activities and teacher outcomes.
- Leadership training for principals and administrators has been conducted as part of professional development activities.
- Sufficient monies have been dedicated and used to provide professional development.

How will you show the links between professional development and the academic needs of your school?

What will you use to show that professional development is resulting in more effective classroom practices?

SUPPORT FOR COMPREHENSIVE SCHOOL REFORM EFFORTS

How has your school determined whether there is continued staff, faculty, and administration support for the CSRD program throughout the year?

- Specific steps have been taken to ensure continuing support for the CSRD program on the part of the staff.
- School management has provided support to sustain comprehensive school reform elements.

How will you sustain support for the school's CSRD efforts? How will you ensure the support of new staff?

What will you use to track that this is happening?

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PARENT/COMMUNITY INVOLVEMENT

How has your school's CSRD plan provided opportunities for meaningful involvement of parents and the local community in planning and implementing comprehensive school reform?

- Specific strategies for meaningful parent and community involvement have been identified and carried out during this project year.
- The program has been re-examined with the participation of parents, teachers, and community members to ensure that your school is making progress toward its CSRD goals.
- School-parent compacts have been jointly developed with parents.
- Steps have been taken to annually update our school's parent involvement plan and building policies.

How will you measure/track your efforts to implement a parent involvement program that results in improved student achievement?

What will you use to show it has happened?

EVALUATION

How has your school carried out its evaluation plan to assess CSRD effectiveness and monitor program implementation?

- A comprehensive evaluation plan has been developed and used to monitor the progress of program implementation, student performance, and student achievement.
- Specific local indicators have been identified and used to evaluate program implementation and fidelity.
- Specific local indicators and benchmarks have been identified and used to evaluate student achievement and student performance.
- The school has adjusted its practices based on evaluation results.
- Sufficient monies have been dedicated and used to perform a comprehensive evaluation of your school's CSRD effort.

Do you have a plan for monitoring implementation and measuring outcomes?

How will you share results and adjust practices if benchmarks are not met?

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TIMELINE

Provide a timeline of CSRD activities and services described in your CSRD application that have occurred this project year and are planned for the next project year.

- The timeline of CSRD activities and services proposed for this project year has been adhered to.

How will your timeline be kept up to date? Who will do this?

DISTRICT TECHNICAL ASSISTANCE AND SUPPORT

How has your district provided technical assistance, professional development, and support for the effective implementation of your school's comprehensive school reform program?

- District policies and plans have provided all necessary resources and programs to promote and sustain ongoing CSRD efforts.

How will the district support your school's efforts?

What will you use to show this has happened?

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TECHNICAL SUPPORT

How has your school used technical support to enhance CSRD efforts?

- High quality, external technical assistance has been provided to support the adoption and implementation of the CSRD plan.
- The model developer has provided technical assistance and professional development to ensure successful implementation of the adopted CSRD model.

How will you track all technical support to your school?

UTILIZATION OF RESOURCES

How have federal/state/local/private resources been coordinated to maximize the scope of your school's reform program?

- Federal, state, and local resources have been clearly identified, coordinated, and reallocated to contribute toward the long-term success of comprehensive school reform.
- Current resources are maximized to increase the scope of our school's reform program.

How will you demonstrate that all funding sources are coordinated?

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Worksheet 1: Alignment of Evaluation Requirements

Category	List of Requirements Federal, State, District, Building	Source Check as many as apply.				
		Federal	State	District	Building	Reform Model Developer
Purpose/Objectives of Evaluation	Measure impact on student academic performance	•				
	Relate performance measures to intended program outcomes	•				
	Program implementation assessed	•				
	Program start-up and long-term maintenance examined	•				
	Stakeholder support	•				
	Parental participation	•				
	Staff development	•				
	Monitoring for performance should be tracked	•				
	Nature, extent, source, and perceived usefulness of external technical assistance assessed	•				
Evaluation Design Issues	Performance measures not limited to student achievement	•				
	Performance measures compared with past performance at the same or other sites	•				
Methods of Evaluation	Use quantitative and qualitative data	•				
	Use Title I performance assessments	•				
Use of Findings	Disaggregate assessment results by Title I categories to examine program impact on targeted student groups	•				

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Worksheet 2: Evaluation Planning Questions

1. What local education needs or conditions were the impetus for developing the reform program?	
2. What are the major elements of the CSRD Program that are pertinent to the evaluation?	
3. What are the goals and objectives of the CSRD program?	
4. Who is interested in your program and...	what do they expect?
5. What will be accepted as credible evidence of progress and impact by each individual or group?	
6. What resources and technical expertise are available to support the evaluation?	
7. What additional resources and expertise are needed?	

RESOURCES

BOOKS

Glennan, Jr., T.K. (1998). *New American Schools after Six Years*. Santa Monica: Rand Education.

Hassel, B. (1998). *Comprehensive School Reform: Making Good Choices: A Guide for Schools and Districts*. Oakbrook, IL: North Central Regional Educational Laboratory.

Herman, J.L. (Ed.) (1987). *Program Evaluation Kit.* Newbury Park, CA: Sage.

Herman, J.L., & Winters, L. (1992). *Tracking Your School's Success.* Newbury Park, CA: Corwin Press.

Murphy, J. (Ed.) (1990). *The Educational Reform Movement of the 1980s.* Berkeley, CA: McCutchan.

Sanders, J.R. (1992). *Evaluating School Programs: An Educator's Guide*. Newbury Park, CA: Corwin Press.

Sashkin, M., & Egermeier, J. (1993, October). *School Change Models and Processes: A Review and Synthesis of Research and Practice.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Stevens, F., Lawrenz, F., & Sharp, L. (n.d.). *User-Friendly Handbook for Project Evaluation: Science, Mathematics, Engineering and Technology Education*. Washington, DC: Directorate for Education and Human Resources, National Science Foundation.

Tesch, R. (1990). *Qualitative Research: Analysis Types and Software Tools*. NY: Falmer Press.

U.S. Department of Education. (1997). *Making Information Work for You – 1997.* Washington, DC: Author.

W.K. Kellogg Foundation. (1998). *Evaluation Handbook*. Battle Creek: Collateral Management Company.

WEB SITES

http://www.mcrel.org/CSRD/

McREL's CSRD Web site lists schools and districts in the region that are implementing comprehensive school reform models, including both funded and nonfunded sites. The Web site also provides descriptions of CSRD models and gives hyperlinks to reform model developers' Web pages. In addition, it lists materials designed to help district and school leaders reallocate resources to support school reform.

http://www.ed.gov/offices/OESE/compreform/

The U.S. Department of Education's CSRD Web site provides a variety of resources, including an extensive overview of the CSRD program, case studies of local efforts to implement CSRD models, and updates on CSRD program funding.

http://www.ed.gov/inits/americareads/resourcekit/MakingInfo/miwfy1.html

This page links to the U.S. Department of Education report *Comprehensive Strategies for Children and Families: Collecting and Using Good Information for a Good Cause*. Although not specifically related to CSRD, the report provides guidance on collecting and using data to design, implement, and evaluate comprehensive reform strategies.

http://www.nwrel.org/scpd/natspec/catalog/

This page provides online access to the *Catalog of School Reform Models* (1st ed.) and its Addendum, developed by the nation's regional educational laboratories to provide information on 26 entire-school, or whole-school, reform models and 18 skill- and content-based models.

http:www.temple.edu/LSS/CSR.htm

This page provides a wide variety of resources, including a searchable database of state applications for federal CSRD funds, many of which contain descriptions of state requirements for local CSRD program evaluations.

http://www.sedl.org/csrd/awards.html

This page provides access to a searchable, nationwide database of schools that have been awarded CSRD funds. The database can be searched according to location, grade range (e.g., elementary, junior high/middle school, and senior/high school), and CSRD model.

http://www.wcer.wisc.edu/ccvi/15_Regional_Centers_map.html

This page gives contact information for the 15 Department of Education-funded Comprehensive Regional Assistance Centers. The mission of the centers is to provide technical assistance to Title I schoolwide programs and to help local education agencies (and schools funded by the Bureau of Indian Affairs) with high percentages or numbers of children in poverty.

Appendix C: Missouri Roundtable Packet

COMPREHENSIVE SCHOOL REFORM
DEMONSTRATION PROGRAM

CSRD LEA ROUNDTABLE

Ramada Inn Conference Center
Columbia, Missouri
December 2, 1999

Facilitators: Dee Beck, Gail Clark, Amy Johnson, and Vicki LaRock
Missouri Department of Elementary and Secondary Education
Mid-continent Research for Education and Learning

Comprehensive School Reform Demonstration Program
CSRD LEA Roundtable
December 2, 1999
9:30am – 4:00pm

AGENDA

9:30 am	**Opening/Continental Breakfast** Welcome/Introductions Roundtable Outcomes
10:00 am	**Panel Presentation** Three CSRD Grantees will highlight their schools and share challenges, strategies, and triumphs of implementation of their selected CSRD Model
11:15 am	**Roundtable Discussion** Participants will reflect and discuss at their tables the following questions: What does successful implementation of CSRD look like? What strategies will you use to accomplish successful implementation? A spokesperson from each roundtable will report to the large group and present any questions to the panel **Summary Comments**
12:00	**LUNCH**
1:00	**Informational Session** Progress and Financial Reporting Updates
2:00	**Communication Networks/Resources**
3:00	**Question/Answer Panel**
4:00	**Evaluation/Closing**

OUTCOMES

- To create an opportunity for CSRD grantees to build networks with other CSRD grantees
- To share information on CSRD implementation strategies
- To acquire information about CSRD updates, state requirements, evaluation and resources
- To identify technical assistance needs of the CSRD grantees

Great Schools don't happen by accident.

They happen by design.

Higher levels of CSR model implementation occurred when schools...

- were well informed and clearly understood their designs;
- had a free choice among designs;
- did not have significant internal strife prior to adopting the design;
- did not have leadership turnover during first years of implementation;
- gained the necessary support and resources from the district office;
- adopted designs that emphasized the core elements of schooling (curriculum, instruction, student assignment, assessment, professional development);
- had authority over curriculum, instruction, and schedules to meet design specifications;
- had authority over professional development to meet the identified needs of the design;
- supported implementation with extensive, whole-school training, facilitators, quality checks, and materials;
- ensured that new staff were trained in the model;
- worked with a stable team of consultants who were able to work with them on site;
- had authority over their budget; and
- had authority over personnel to create new positions, transfer non-supportive personnel to create a cohesive staff, and evaluate the staff against the new design practices.

Higher levels of CSR model implementation occurred when the district...

- leadership was perceived by teachers as stable and strongly supportive of the effort;
- did not face political crises such as significant budget reduction, labor management strife, or redistricting;
- had a culture or history of cooperation and trust between the central office and the schools;
- provided some school level autonomy, commensurate with that needed to promote the design; and
- provided more resources for professional development

For more information:

Bodilly, S. with Purnell, S., Ramsey, K., and Keith, S.J. (1996). *Lessons from New American Schools Development Corporation's Demonstration Program.* Santa Monica, CA: Rand.

Bodilly, S. with Keltner, B., Purnell, S., Reichardt, R., and Schuyler, G. (1998). *Lessons from New American Schools' Scale-Up Phase.* Santa Monica, CA: Rand.

Fashola, O.S. and Slavin, R.E. (1997). Promising Programs for Elementary and Middle Schools: Evidence of Effectiveness and Replicability. *Journal of Education for Students Placed at Risk,* 2(3), 251-307.

Stringfield, S., Millsap, M.A., and Herman, R. (1997). *Urban and Suburban/Rural Special Strategies for Educating Disadvantaged Children, Findings and Policy Implications of a Longitudinal Study.* Baltimore, MD: Johns Hopkins University.

Stages of Evaluation

1. Planning the evaluation
2. Designing the evaluation
3. Conducting the evaluation
4. Reporting the findings
5. Encouraging use of the findings

Exhibit 7 Example of Completed Worksheet 7: Data Collection Plan

Tasks	Sources	Steps to Accomplish	Schedule
Pre/post observations of science teaching	Elementary Science Teaching/Classrooms	1. Identify observation tool 2. Train data collection team 3. Get teaching schedules 4. Conduct observations 5. Convert observations to data sheets 6. Enter data, compile, analyze	August 1999 September 1999 September 1999 October 1999 October 1999 November 1999
Review of student records	Disaggregated test results Attendance records	1. Identify tests, grade levels to monitor 2. Request 3-year history of relevant scores 3. Enter data 4. Determine method to monitor attendance (groups or individuals, time frames) 5. Collect records 6. Enter data for baseline	All September 1999
Parent interviews	Parents of 4th to 6th graders	1. Determine sample to be interviewed 2. Send letter home to selected parents with consent form 3. Develop interview protocol 4. Train interviewers 5. Schedule interviews 6. Conduct interviews 7. Convert notes to data entry format 8. Enter data	October 1999 October 1999 October 1999 October 1999 October 1999 November 1999 November 1999 December 1999

Comprehensive School Reform Demonstration Program
November 1999

The Comprehensive School Reform Demonstration (CSRD) program, new in 1998, is helping raise student achievement by assisting public schools across the country to implement effective, comprehensive school reforms that are based on reliable research and effective practices, and that include an emphasis on basic academics and parental involvement.

- States are providing competitive grants to school districts on behalf of specific schools that are ready to adopt comprehensive reforms to help students reach high standards.

- To qualify for funding, schools must thoughtfully integrate key components described in the legislation -- such as curriculum and instruction, student assessment, teacher professional development, parent involvement, and school management -- and utilize high-quality assistance from outside partners experienced in schoolwide reform.

- The legislation calls for each participating school to receive at least $50,000 of CSRD funds a year, renewable for up to three years.

- As of June 30, 1999, all 50 States, the District of Columbia, and Puerto Rico have been awarded $145 million in first-year CSRD funding for FY1998. In July 1999, $145 million in second-year CSRD funding for Fiscal Year 1999 was also awarded. Subject to appropriations, third-year CSRD funding for Fiscal Year 2000 will be available July 1, 2000.

- At the current funding level, the program will assist more than 1,800 schools to implement comprehensive school reform efforts; the same funding level was provided in FY 99. The Department's FY 2000 budget proposes an additional $30 million in funding, enough to support approximately 450 additional schools around the country.

- Overall, the ratio of CSRD applicant schools to grantees is roughly two to one. More than 1,700 schools have been awarded CSRD subgrants so far.

- Currently, almost two-thirds of CSRD schools are operating Title I schoolwide programs. More than 40 percent of CSRD schools have been identified for improvement under Title I.

- Among schools receiving CSRD funds, a wide array of models are represented, including both nationally available models and locally developed ones. The most frequently selected model has been Success for All, serving approximately 250 sites to date. Please refer to the back of this page for a list of frequently used models.

- Currently, about 70 percent of the CSRD schools are elementary schools. Approximately 30 percent are middle and high schools.

- In several states, CSRD is leveraging additional resources to support schools in planning and undertaking a comprehensive reform effort. Sources for additional funding range from state school improvement dollars to Goals 2000 and Title I intervention funds to private foundation resources. Delaware awarded planning grants using Goals 2000 funds prior to holding the CSRD competition. California has integrated the CSRD program into the state's new accountability initiative: schools identified for immediate intervention are eligible to compete for a CSRD grant this year or receive a planning grant using state dollars. In Idaho and Utah, private foundations are providing significant resources to schools to implement comprehensive reform efforts, using the basic criteria from CSRD.

List of frequently used models

Accelerated Schools
America's Choice
Atlas Communities
AVID
Carbo National Reading Styles
Coalition of Essential Schools
Community for Learning
Co-NECT
Core Knowledge
DePaul University (locally developed) designs, Chicago
Different Ways of Knowing
Direct Instruction
Early Literacy Learning Initiative
Effective Schools
Expeditionary Learning Outward Bound
High Schools That Work
HOSTS
Lightspan Partnership
Middle Start
Modern Red Schoolhouse
Onward to Excellence II
Reading Recovery
Reading Renaissance
Roots and Wings
School Development Program
Success for All
Ventures Initiative and Focus System

csrdweb.net

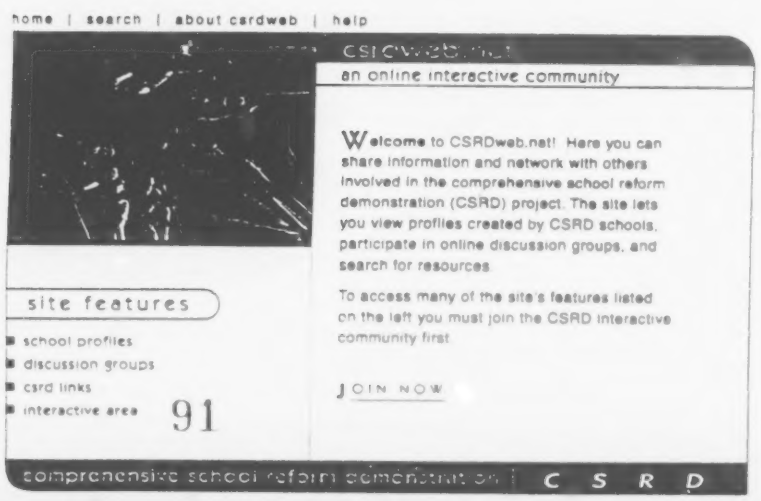
an introduction to the web's on-line CSRD community

The csrdweb.net web site is designed to help CSRD schools across the nation gain and share information, and to build national capacity in comprehensive school reform. The web site allows schools who have received federal CSRD funds to create their own profile on the web and join online, moderated discussion groups focused on comprehensive school reform issues. Through this interactive learning community, schools will be able to learn more about one another and draw upon each others' advice and experience.

THE PRIMARY GOALS OF THE SITE ARE:

- to help CSRD schools gain and share information
- to help build national capacity in comprehensive school reform

Explore csrdweb.net at **http://www.csrdweb.net**. All visitors can read profiles created by CSRD schools and search the web sites of federally sponsored resource providers. To create a school profile or to join the moderated discussion groups you must join the interactive community first.


home | search | about csrdweb | help
an online interactive community
Welcome to CSRDweb.net! Here you can share information and network with others involved in the comprehensive school reform demonstration (CSRD) project. The site lets you view profiles created by CSRD schools, participate in online discussion groups, and search for resources.
To access many of the site's features listed on the left you must join the CSRD interactive community first.
JOIN NOW
site features
school profiles
discussion groups
csrd links
interactive area
91
C S R D

Visit csrdweb.net and join the community. It's quick, easy, and free!

For more information contact
David Ogden at WestEd (415) 565-3043

inside the
INTERACTIVE AREA

School Profiles

View, search, or create a profile of a federally funded CSRD school. Find schools serving similar populations or using the same model.

Discussion Groups

Join online, moderated discussion groups about topics important to CSRD schools, such as English language learners, reallocating resources, and evaluation.

CSRD Links

Search federally funded resource providers' web sites for CSRD information and resources. Learn more about the CSRD activities taking place in your region.

Search

Look for other CSRD schools, interactive community participants, and useful resources on the web.

COMPREHENSIVE SCHOOL REFORM RESOURCES ON THE WORLD WIDE WEB

Below are some web-based resources on comprehensive school reform that schools can use in their school improvement efforts. All of the sites contain free information and other useful resources.

U.S Department of Education

U.S. Department of Education: A great starting place for finding resources on comprehensive school reform. http://www.ed.gov/

Blue Ribbon Schools: Information on the Blue Ribbon Award. Through its nomination package, it offers a comprehensive framework for identifying areas that need improvement. http://www.ed.gov/offices/OERI/BlueRibbonSchools/

U.S. Department of Education, Comprehensive School Reform Demonstration Program Website: A good starting point for learning more about comprehensive school reform. http://www.ed.gov/offices/OESE/compreform/index.html

U.S. Department of Education Publications and Products: The U.S. Department of Education publishes a wealth of information for teachers, administrators, policymakers, researchers, parents, students, and others with a stake in education. You will find many of these publications on this WWW Server. http://ed.gov/pubs/

Federal Service Providers for Missouri

Comprehensive Center-Region VII: Presents information on publications and services available from the federally-funded technical assistance center that supports and assists Missouri schools and the Department of Elementary and Secondary Education in meeting the needs of children served under the Improving America's Schools Act. http://region7.ou.edu

Eisenhower High Plains Consortium for Mathematics and Science (HPC): Lists publications that schools can use to help promote and support systemic reform in mathematics and science education, and has links to math and science specific web sites. .http://www.mcrel.org/hpc/

Great Lakes Area Regional Resource Center: Information, products, and related services for individuals with disabilities and their families. http://www.csnp.ohio-state.edu/glarrc.htm

Mid-continent Research for Education and Learning (McREL): An award winning web site that contains a comprehensive database of links to resources teachers can use in the classroom, as well as reports, articles, and directories that will help improve learning for all. http://mcrel.org/

Midwest Desegregation Assistance Center: Provide technical assistance, information, and staff development that help schools achieve access and equity in educational opportunities for all children. http://mdac.educ.ksu.edu/

National Clearinghouse for Comprehensive School Reform. The NCCSR web site includes a comprehensive school reform (CSR) research literature database and a CSR models database with many full text documents. http://www.goodschools.gwu.edu

South Central Regional Technology in Education Consortium: Resources to help schools integrate technology into their classrooms. http://scrtec.org/

Publications and Tools

CSRD in the Field: An Early Report: Produced by the U.S. Department of Education, this online report details the progress of ten CSRD schools in the initial stages of implementing school reforms, as viewed by the observations of a team of Department of Education staffers. The report also contains links to related resources.
http://www.ed.gov/offices/OESE/compreform/csrd-99report.html

CSRDweb.net: A web site designed to help CSRD schools across the nation gain and share information, and to build national capacity in comprehensive school reform.
http://www.csrdweb.net

Database of CSRD Schools: A searchable database of schools receiving CSRD subgrants. This database, which is updated frequently, can help identify schools implementing particular reform models. It also provides State-specific information on CSRD subgrants.
http://www.sedl.org/csrd/awards.html

Pathways to School Reform: A web site designed primarily to help school improvement teams as they progress through the phases of the school improvement cycle.
http://www.ncrel.org/sdrs/pathwayg.htm

Resource Allocation Support Materials: A bibliography of materials to assist schools in reallocating resources to support their comprehensive school reform efforts.
http://www.mcrel.org/csrd/tech-assistance.asp#resourceallocation

CSRD REFLECTION NOTES

Appendix D: Schools Awarded CSRD Funds

Schools Awarded CSRD Funds

Colorado

Centennial Elementary
1860 South Chelton Road
Colorado Springs, CO 80910
Contact: Dr. Birdie Miller, Principal
Phone: (719) 579-2156
Email: bmiller@harrison.k12.co.us
Reform Model: Learning Network

Centennial Schools
P.O. Box 350
San Luis, CO 81152
Contact: Helen Vessels
Phone: (719) 672-3691
Email: sanluis1@amigo.net
Reform Model: Expeditionary Learning Outward Bound

Chatfield Elementary
3188 D 1/2 Road
Grand Junction, CO 81504
Contact: Steve Schultz
Phone: (970) 245-2422
Email: sschultz@mesa.k12.co.us
Reform Model: Learning Network Literacy Learning Model

Columbian Elementary
800 Grace Street
La Junta, CO 81050
Contact: Ron Nordin, Principal
Phone: (719) 384-6900
Email: nordin@gecko.ljhs.orl.k12.co.us
Reform Model: Success for All

Hayden Valley Elementary
P.O. Box 70
Hayden, CO 81639
Contact: Michael Luppes, Principal
Phone: (970) 276-3756
Email: mluppes@hayden.k12.co.us
Reform Model: Literacy Learning Coalition

Helen Hunt Elementary
917 East Moreno
Colorado Springs, CO 80903
Contact: Gloria Chiunti, Principal
Phone: (719) 520-2016
Email: None available
Reform Model: Multiple Models

John Amesse Elementary
5444 Scranton Street
Denver, CO 80239
Contact: Alberta Alston, Principal
Phone: (303) 764-3200
Email: None available
Reform Models: Success for All, Roots and Wings

John Mall High
611 West 7th Street
Walsenburg, CO 81089
Contact: Chuck Scott, Principal
Phone: (719) 738-1610
Email: chuck.scott@huerfano.k12.co.us
Reform Model: Coalition of Essential Schools

Lafayette Elementary
101 N. Bermont Avenue
Lafayette, CO 80026
Contact: Jesse Esparza, Principal
Phone: (303) 447-1010
Email: bvsd.k-12.co.us/schools/laayette/index.html
Reform Models: First Steps, CLIP

Manual High
1700 East 28th Avenue
Denver, CO 80205
Contact: Nancy Sutton, Principal
Phone: (303) 764-3200
Email: nancysutton@ceo.cudenver.edu
Reform Model: Coalition of Essential Schools

Moffat Schools
Box 428
Moffat, CO 81143
Contact: Penelope Freel, Superintendent
Phone: (719) 256-4710
Email: pfreel@moffat.k12.co.us
Reform Model: Core Knowledge

Monterey Elementary
2201 McElwain Boulevard
Denver, CO 80229
Contact: Lisa Roberts, Principal
Phone: (303) 853-1000
Email: roberts@acsdl.k12.co.us
Reform Models: Success for All, Roots and Wings

Monterey Elementary
2311 Monterey Road
Colorado Springs, CO 80910
Contact: Patty Lopez Walker, Principal
Phone: (719) 579-2174
Email: pwalker@harrison.k12.co.us
Reform Models: Success for All, Roots and Wings

Monte Vista Elementary Schools
345 East Prospect Avenue
Monte Vista, CO 81144
Contact: Kristin Steed, Curriculum Director
Phone: (719) 852-5996
Email: kristin@monte.k12.co.us
Reform Model: Learning Network Literacy Learning Model

Odyssey Charter School
2900 Syracuse
Denver, CO 80207
Contact: Van Schoales, Director
Phone: (303) 316-3944
Fax: (303) 316-4016
Email: vschoales@aol.com
Web site: odysseydenver.org
Reform Model: Expeditionary Learning Outward Bound

Risley Middle and Haaff Elementary
315 West 11th
Pueblo, CO 81003
Contact: Kathy DeNiro
Phone: (719) 549-7162
Email: dnirok@csn.net
Reform Model: Nexus Cluster Model

Southwest Open School
P. O. Box DD
Cortez, CO 81321
Contact: Jean Lovelace, Principal
Phone: (970) 565-1150
Email: johnjean@phone.net
Reform Model: Expeditionary Learning Outward Bound

Winona Elementary
201 South Boise Avenue
Loveland, CO 80537
Contact: Audrey Polka, Principal or Nancy, Brown, Teacher
Phone: (970) 613-5000
Email: ajpolka@aol.com
Reform Model: California Early Literacy Learning (CELL)

Schools Awarded CSRD Funds

Missouri

Bishop Middle School
6310 Wellsmar
St. Louis, MO63133-2415
Contact: Dr. Jim Earle
Phone: (314) 382-3115
Email:
Reform Model: Audrey Cohen 'Purpose Centered Education'

Bolivar Primary
706 N. Leonard Place
Bolivar, MO 65613-1266
Contact: Mary Gregory
Phone: (417) 326-5247
Email:
Reform Model: Success For All

Cler-Mont Community
19009 Susquehanna Ridge
Independence, MO 64056
Contact: Sherry Couch or Doris Schmidt
Phone: (816) 650-6131
Email: scouch.fortosage.k12.mo.us
Reform Model: Success for All

Community Elementary
35063 Highway Bb
Laddonia, MO 63352-3017
Contact: Arlen Provancha
Phone: (573) 492-6223
Email:
Reform Model: Success For All

Crestview Elementary
4327 North Holmes
Kansas City, MO 64116-2142
Contact: Jane Skinner
Phone: (816)452-8111
Email: jskinner@nkcsd.k12.mo.us
Reform Model: Coalition of Essential School

East Carter Elementary
24 S. Herren Avenue
Ellsinore, MO 63937-0000
Contact: Joann Thurman
Phone: (573) 322-5325
Email: vy005@mail.connect.more.net
Reform Model: Accelerated Schools

Eastgate Middle School
4700 NE Parvin Road
Kansas City, MO 64117-2047
Contact: Jeanette Okerstrom
Phone: (816) 453-2900
Email: jokerstr@nksed.k12.mo.us
Reform Model: Turning Points

Garfield Elementary
2612 Wyoming Street
St. Louis, MO 63118-2402
Contact: Christine Martchink
Phone: (314) 776-3713
Email: None available
Reform Model: Expeditionary Learning

Grandview Elementary School
705 W. 31st Street
Higginsville, MO 64037-1828
Contact: Julie Opfer
Phone: (660) 584-7127
Email:
Reform Model: Coalition of Essential Schools

Grannemann Elementary
2324 Redman Road
St. Louis, MO 63136-6205
Contact: Renee Schustert
Phone: (314) 953-4250
Email: None available
Reform Model: Accelerated Schools

Hall Elementary
2509 Duncan Street
St. Joseph, MO 64507
Contact: Jeaneen Boyer
Phone: (816) 671-4000
Email:
Reform Model: Project Construct

Hancock Elementary
9101 S. Broadway
Lemay, MO 63133-2415
Contact: Cathy Alexander
Phone: (314) 544-1300
Email:
Reform Model: Reading Renaissance

Hancock Place High
229 W. Ripa Avenue
Lemay, MO 63125-2725
Contact: Leigh Jackson
Phone: (314) 544-1300 x 403
Email: leigh@hancock.k12.mo.us
Reform Model: Reading Renaissance

Hancock Place Middle
243 W. Ripa Avenue
Lemay, MO 63125-1111
Contact: Susie Shawcross
Phone: (314) 544-1200
Email: susieshawc@aol.com
Reform Model: Reading Renaissance

Humboldt Elementary
1520 N. Second Street
St. Joseph, MO 64505
Contact: Cheri Patterson
Phone: (816) 671-4000
Email:
Reform Model: Project Construct

Joel E. Barber Elementary
16050 Highway KK
Lebanon, MO 65536
Contact: Michele Hedges
Phone: (417) 532-4837
Email:
Reform Model: Accelerated Schools

Johnson Elementary
10900 Marsh
Kansas City, MO 64134-3042
Contact: Debra Nelson
Phone: (816) 767-8844
Email:
Reform Model: The Basic School

Lafayette County Middle School
807 W. 31st Street
Higginsville, MO 64037-1899
Contact: Sherry Gilpin
Phone: (660) 584-7161
Email: slgilpin@hotmail.com
Reform Model: Coalition of Essential Schools

Lafayette County High School
807 W. 31st Street
Higginsville, MO 64037-1899
Contact: Billie Perrin/Melissa Hays
Joe Minter, Principal
Phone: (660) 584-3661
Email: dfd000@mail.connect.more.net
Bng023@mail.connect.more.net
Reform Model: Coalition of Essential Schools

Mann Elementary
4047 Juniata Street
St. Louis, MO 63116-3913
Contact: Dr. S. Bloom
Phone: (314) 772-4545
Email:
Reform Model: Accelerated Schools

Maysville Elementary
601 W. Main
P. O. Box 68
Maysville, MO 64469-0068
Contact: David Lawrence
Phone: (816) 449-2284
Email:
Refrom Model: Accelerated Schools

McCoy Elementary
1524 White Avenue
Kansas City, MO 64126
Contact: Jo Lynn Nemeth
Phone: (816) 418-3650
Email: None available
Reform Model: The Instruction and Learning Profile

Moline Elementary
9865 Winkler Drive
St Louis, MO 63136
Contact: Sarah Booth-Riss
Phone: (314) 869-2505
Email:
Reform Model: Success for All

Neely Elementary
1909 S. Twelfth Street
St. Joseph, MO 64503
Contact: Connie Hangartner
Phone: (816) 671-4000
Email:
Reform Model: The Child Development Project

Nottingham Middle Community Education Center
4915 Donovan Avenue
St. Louis, MO 63109-2631
Contact: Nathanial Watlington
Phone: (314) 352-6085
Email: None available
Reform Model: Different Ways of Knowing

Reed Middle School
2000 N. Lyon
Springfield, MO 65803-2644
Contact: Lora Hopper/Todd Smith
Phone: (417) 895-2175
Email:
Reform Model: Coalition of Essential Schools

Richards Elementary
3461 County Road 1710
West Plains, MO 65775
Contact: Wayne Stewart
Phone: (417) 256-5239
Email:
Reform Models: Success for All, Roots and Wings

South Elementary
309 S. Monroe
Versailles, MO 65084-1363
Contact: Donna Chapman/Helen Willis
Phone: (573) 372-6261
Email: donna *a* mcr2.k12.mo.us
Helen *a* mcr2.k12.mo.us
Reform Model: Success For All

South Fork Elementary
3209 U.S. Highway 160
West Plains, MO 65775-7700
Contact: John M. Lewis
Phone: (417) 256-2836
Email:
Reform Model: Success For All

Stuart Symington Elementary
8650 Rushkin Way
Kansas City, MO 64134-3412
Contact: Debra Nelson
Phone: (816) 763-3166
Email:Reform Model: Accelerated Schools

Study Middle School
2343 W. Olive
Springfield, MO 65802-4553
Contact: Steve Seal/Melissa Henderson
Phone: (417) 895-2180
Email:
Reform Model: Coalition of Essential Schools

Twillman Elementary
11831 Bellefontaine Road
St. Louis, MO 63138-1253
Contact: Renee Schuster
Phone: (314) 653-2390
Email: rschuster@sun.hazelwood.k12.mo.us
Reform Model: Accelerated Schools

Van Buren Elementary
902 Broadway
P. O. Box 550
Van Buren, MO 63965-0550
Contact: Lyn Reed
Phone: (573) 323-4266
Email:
Reform Model: : Carbo Reading Styles Program

Van Buren High
202 W. College
P. O. Box 550
Van Buren, MO 63965-0550
Contact: Lewis Hux
Phone: (573) 323-1295
Email:
Reform Model: Carbo Reading Styles Program

Walnut Grove Elementary
1248 N. Florissant Road
St. Louis, MO 63135-1150
Contact: Jean Swenson
Phone: (314) 524-8922
Email:
Reform Model: Four Blocks Framework

Wentzville East Elementary
601 Carr Street
Wentzville, MO 63385-1151
Contact: Christi Heideman
Phone: (314) 327-3839
Email: eaheid.aol.com
Reform Model: Success For All

Wentzville West Elementary
612 Blumhoff
Wentzville, MO 63385-1104
Contact: Marjorie Switz
Phone: (314) 327-3846
Email: mswitz@mail.win.org
Reform Model: Carbo Reading Styles Program

Winnwood Elementary
4531 NE 44th Terrace
Kansas City, MO 64117-1881
Contact: Chris Daniels
Phone: (816) 452-1403
Email: cdaniels@nkcsd.k12.mo.us
Reform Model: The Basic School

Schools Awarded CSRD Funds

North Dakota

Four Winds Community School
P. O. Box 239
Fort Totten, ND 58335-0239
Contact: Charles Guthrie
Phone: (701) 766-1438
Email:
Reform Model: Community for Learning

Jeannette Myhre Elementary
919 S. 12th Street
Bismarck, ND 58504-5977
Contact: Billy Demaree
Phone: (701) 221-3706
Email:
Reform Model: Carbo National Reading Styles

Mandaree Public School
P. O. Box 488
One Main Street
Mandaree, ND 58757-0488
Contact: Nora Schaaf
Phone: (701) 759-3311
Email:
Reform Model: Carbo National Reading Styles

Minnie H. Elementary
210 South College Drive
Devils Lake, ND 58301-3514
Contact: Darren Sheldon
Phone: (701) 662-7670
Email:
Reform Model: Success for All

Appendix E: Technical Assistance Needs Assessment

Comprehensive School Reform Demonstration
Needs Assessment for Capacity Building

School:_____ Date:_____

Support CSRD Implementation	Yes	No	Training*	TA**	Dissemination
Build local Leadership/Capacity Building					
Change Process					
Communicate via Interactive Web Site					
Communication with Model Developer					
CSRD and Title I Schoolwides					
CSRD and Statewide Reform					
Evaluation Planning/Implementation					
Locally Developed Models/Implementation					
Data Analysis Strategies					
On-Site Assistance/Facilitation					
Professional Development Models					
Resource Allocation					
Other					

*Training: State/regional conferences, workshops, seminars, facilitator
**Technical Assistance: Site-specific assistance, addressing priorities

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